DOCUMENT RESUME

ED 466 395 SE 066 457

AUTHOR	Roth, Wolff-Michael, Ed.; Desautels, Jacques, Ed.
TITLE	Science Education as/for Sociopolitical Action. Counterpoints: Studies in the Postmodern Theory of Education.
REPORT NO	Vol-210
ISBN	ISBN-0-8204-5696-9
ISSN	ISSN-1058-1634
PUB DATE	2002-00-00
NOTE	323p.
AVAILABLE FROM	Peter Lang Publishing, Inc., 275 7th Avenue, 28th Floor, New York, NY 10001 ($29.95). Tel: 800-770-5264 (Toll Free); Tel: 212-647-7706; Fax: 212-647-7707.
PUB TYPE	Books (010) -- Collected Works - General (020) .
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Activism; Educational Change; Elementary Secondary Education; *Environmental Education; *Epistemology; Futures (of Society); Higher Education; Political Attitudes; *Science and Society; Science Curriculum; Science Instruction; Theory Practice Relationship

ABSTRACT

This book is a collection of papers that focuses on science education in and through environmental activism, the shift from teaching science, technology, and society (STS) to enacting science at the grassroots level, and science education as (subversive) epistemological praxis. There are 12 papers organized in three clusters. Papers include: (1) "Science Education as/for Sociopolitical Action: Charting The Landscape" (Wolff-Michael Roth and Jacques Desautels); (2) "Linking School Science Education with Action" (Edgar W. Jenkins); (3) "Learning Science in the Community" (Stuart Lee and Wolff-Michael Roth); (4) "Breaking the Spell: Science Education for a Free Society" (Wolff-Michael Roth and Stuart H. Lee); (5) "Teaching Controversial Science for Social Responsibility: The Case of Food Production" (Roger Cross and Ronald Price); (6) "Beyond the Bold Rhetoric of Reform: (Re)Learning To Teach Science Appropriately" (Kenneth Tobin); (7) "Whose Scientific Knowledge? The Colonizer and the Colonized" (Glen Aikenhead); (8) "Reconstructing the Harsh World: Science with/for Social Action" (Angela Calabrese Barton and Margery D. Osborne); (9) "The Language of Science and the Meaning of Abortion" (Nancy Lawrence and Margaret Eisenhart); (10) "Science Education as an Exercise in Disciplining versus a Practice of/for Social Empowerment" (Marie Larochelle); (11) "The Enactment of Epistemological Practice as Subversive Social Action, the Provocation of Power, and Anti-Modernism" (Jacques Desautels, Stephen Fleury, and Jim Garrison); and (12) "From Science to Epistemology and Back" (Wolff-Michael Roth and G. Michael Bowen). (DDR)

Reproductions supplied by EDRS are the best that can be made
from the original document.